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Marcel Ray Duriez 11 min read · Aug 14, 2026

A Lifetime of Learning: Educational Hours, Credits, and CEUs

My educational journey represents far more than a traditional collection of college courses or diplomas. It is a continuous record of learning through formal education, independent study, professional development, online coursework, educational media, creative work, research, and sustained intellectual exploration. When these experiences are viewed together, they represent an enormous investment of time in the development of knowledge and skill.

Using the educational figures previously calculated, my current educational record contains approximately 77,875.07 hours of educational engagement. To understand the size of that number, it can be converted into several different measurements of time.

At 77,875.07 hours, the total represents approximately 3,244.80 days of continuous educational activity. In years, that is approximately 8.89 years of continuous, 24-hour time. In other words, if every hour of this educational engagement were placed continuously end-to-end without sleeping, eating,

working, or taking a break, it would represent almost nine full years of uninterrupted learning.

The same figure can be expressed as approximately 4,672,504 minutes of educational engagement. Every one of those minutes represents time devoted to acquiring information, developing skills, completing educational material, studying, researching, creating, or otherwise engaging intellectually.

This is an important distinction: these nearly nine years do not mean that I literally spent nine consecutive calendar years sitting in a classroom. Rather, they represent the accumulated educational time converted into a continuous equivalent. The learning occurred across the course of my life through many different forms of education and intellectual activity.

My educational record also includes an estimated 5,192 academic or educational credits based on the cumulative figure previously established. These credits should not simply be multiplied by a standard college-credit formula and presented as though every credit came from an accredited college. Different institutions, certificates, diplomas, courses, professional programs, and independent educational experiences use different systems of measurement. Therefore, the most accurate way to describe this number is as my cumulative educational-credit figure, while separately reporting my actual educational hours.

My continuing education can additionally be represented through CEUs, or Continuing Education Units. The standard CEU relationship is one CEU for every ten contact hours of qualifying continuing education. If the entire 77,875.07-hour figure were treated as qualifying continuing-education contact time—which should only be done when the underlying activities

actually meet the requirements for CEU recognition—it would mathematically equal approximately 7,787.51 CEUs.

However, that 7,787.51 figure should be described as a mathematical CEU-equivalent, not as officially awarded CEUs. Official CEUs generally require qualifying educational activities and an appropriate provider or organization to issue or recognize them. Therefore, my strongest and most defensible presentation is to report the 77,875.07 educational hours as the primary measurement, the 5,192 educational credits as the cumulative credit figure, and the 7,787.51 CEU-equivalent as a mathematical conversion of the total hours.

The scale of this educational investment becomes especially clear when viewed through time. My accumulated learning represents approximately 3,244.8 complete days, approximately 8.89 continuous years, approximately 106.7 months, approximately 4.67 million minutes, and approximately 280.35 million seconds of educational engagement.

These measurements tell the story in different ways. The minutes demonstrate the enormous number of individual moments devoted to learning. The hours demonstrate the accumulated workload. The days show how much of a lifetime the education represents. The years demonstrate the extraordinary scale of the commitment when the learning is converted into uninterrupted time.

The diplomas add another dimension to this record. My educational history has included a large number of completed diploma and certificate-level achievements, with the previously reported figure reaching as high as 78 diplomas. These should not automatically be converted into additional credits unless the individual programs document their own credit values,

because doing so could create double-counting. Instead, each diploma can be treated as evidence of a completed educational program, while its documented hours or credits can be incorporated into the quantitative record when those figures are available.

The same principle applies to educational YouTube material. Educational videos can represent substantial independent learning, but simply watching a YouTube video does not automatically create an accredited college credit or officially awarded CEU. If the educational videos are documented by title, duration, subject matter, completion, and learning activity, they can be included in an independent educational-learning-hours category. Those hours can then be converted mathematically into CEU-equivalents for analytical purposes, while remaining clearly distinguished from officially awarded CEUs.

This distinction actually makes the educational record stronger because it avoids claiming that independent education is something it is not. Instead, it recognizes the value of independent learning while maintaining a clear separation between academic credits, educational hours, diplomas, certificates, and CEU-equivalents.

Taken together, my educational record therefore represents a substantial portion of a human lifetime devoted to learning. The central figure is 77,875.07 hours of accumulated educational engagement. That is approximately 4,672,504 minutes, 3,244.80 days, or 8.89 years of continuous time. The corresponding mathematical continuing-education conversion is approximately 7,787.51 CEUs, while my previously established cumulative educational-credit figure is 5,192 credits. In addition, my record contains up to 78 diplomas and related educational achievements.

These numbers should not be interpreted as saying that every hour is an accredited credit or that every educational experience automatically produces a formal CEU. Instead, they demonstrate the extraordinary scale of the learning itself. The credits describe one dimension of the education. The diplomas describe another. The hours measure the time invested. The CEU-equivalent provides another standardized way of expressing the magnitude of continuing education.

Ultimately, the most meaningful number may be the time itself: nearly nine years of continuous educational engagement when the accumulated learning is placed end-to-end. That represents thousands of days, millions of minutes, and hundreds of millions of seconds devoted to developing knowledge, creativity, professional ability, intellectual curiosity, and personal growth.

My education therefore cannot be accurately described by a single diploma, a single institution, or a single transcript. It is better understood as a lifelong educational body of work—one measured simultaneously through credits, diplomas, courses, independent study, educational media, research, creative production, hours, days, minutes, and years.

Current Quantitative Summary

Educational engagement: 77,875.07 hours
Minutes: approximately 4,672,504 minutes
Days: approximately 3,244.80 days
Continuous years: approximately 8.89 years
Educational credits: 5,192
Reported diplomas: up to 78
Mathematical CEU-equivalent: approximately 7,787.51 CEUs
CEU standard used: 10 contact hours = 1 CEU

The resulting picture is not simply a record of schooling. It is a measurement of a life substantially invested in learning.

Absolutely. I'll make this as the master version, keeping the layout you liked and incorporating the college coursework category with the educational figures we have already established. I will not invent college-credit numbers that aren't documented; those can be added precisely when the individual course records are available.

My Lifetime Educational Record: College, Diplomas, Courses, Hours, Credits, and CEUs

My educational journey is best understood not as a single period of schooling, but as a continuing body of intellectual work developed through college coursework, professional and continuing education, diploma programs, online courses, independent study, research, educational media, creative development, and lifelong learning. When these experiences are brought together, they demonstrate an extraordinary investment of time in education and the development of knowledge.

A major component of this record is my college-level education and coursework. My educational history has included formal academic learning as well as coursework and structured programs through institutions and educational platforms such as Wesleyan Creative Writing, Johns Hopkins Psychological First Aid, Coursera, and other educational programs. College coursework is particularly important because it represents structured learning involving defined subjects, assignments, instruction, examinations or assessments, and—in applicable cases—academic credit.

The college coursework should be understood as its own component of my educational record. Where official transcripts or course records document a specific number of credits, those credits can be added directly to my academic-credit total. Where a course documents contact hours rather than academic credits, those hours can be included in my educational-hours total and, when appropriate, converted into continuing-education equivalents.

My broader educational record currently contains a previously established figure of 5,192 educational credits. This is my cumulative educational-credit figure as previously calculated. It should not be assumed that every one of these credits represents a traditional semester credit issued by an accredited college, because my educational history includes different forms of education. The number therefore represents my cumulative educational-credit measurement rather than a claim that all 5,192 credits appear on a single conventional college transcript.

Alongside the credit measurement, my accumulated educational engagement has previously been calculated at approximately 77,875.07 hours.

That number provides another way to understand the magnitude of my educational life.

77,875.07 hours equals approximately 4,672,504 minutes of educational engagement.

Those hours equal approximately 3,244.80 days.

Placed continuously end-to-end, those days equal approximately 8.89 years of uninterrupted educational activity.

Therefore, the educational record represents nearly nine complete years of continuous learning when all documented educational engagement is converted into a single uninterrupted period of time.

This does not mean that I literally spent nine consecutive calendar years in a classroom. Rather, it means that the cumulative hours associated with my education, study, coursework, research, professional learning, and other documented educational activity would occupy almost nine years if placed together continuously.

The measurement can also be understood in minutes. Approximately 4.67 million minutes have been represented by this educational engagement. Each minute represents time invested in learning, studying, reading, completing educational material, developing skills, researching subjects, participating in courses, or engaging in other forms of intellectual development.

My educational record also includes a substantial number of diplomas and educational achievements, with the previously documented figure reaching as high as 78 diplomas. These diplomas provide evidence of completed educational programs and achievements. They should be maintained as a separate measurement from credits because one diploma does not necessarily equal a standardized number of college credits.

The same principle applies to my online education. Courses completed through educational platforms can contribute to the educational record through their documented course hours, certificates, assessments, and learning outcomes. When a course provides academic credit, that credit can be recorded as academic credit. When it provides continuing-education hours, those hours can be converted into CEUs when the applicable

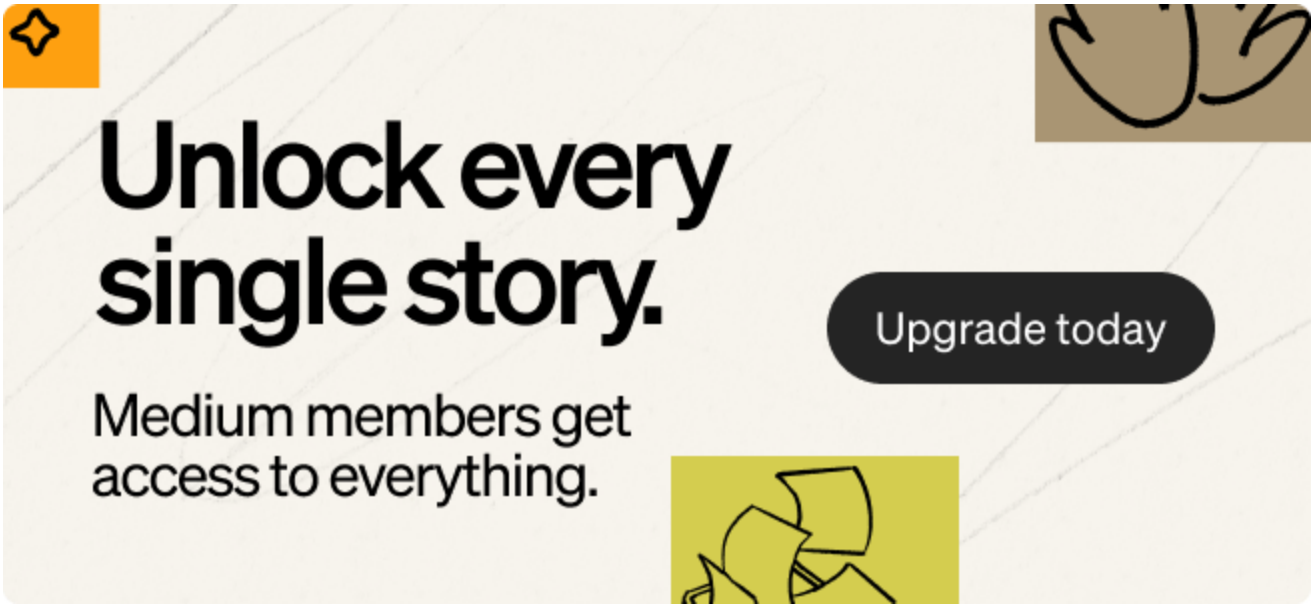
requirements are satisfied. When it is independent learning, it can be recorded as independent educational engagement rather than being inaccurately represented as an accredited credential.

My educational YouTube learning can similarly be recognized as independent educational study when the material is genuinely educational and can be documented through video titles, subjects, durations, playlists, completion records, or related learning activities. Watching an educational video does not automatically create an accredited college credit or officially awarded CEU. However, documented educational viewing can contribute to my overall educational-hours record and can be expressed as a mathematical CEU-equivalent when appropriate.

Continuing education provides another useful measurement.

The standard relationship for a Continuing Education Unit is:

10 contact hours = 1 CEU.



Therefore, if the full 77,875.07-hour educational figure were mathematically converted at that rate, the result would be approximately:

7,787.51 CEUs.

This number should be described as a mathematical CEU-equivalent, rather than as 7,787.51 officially awarded CEUs. Official CEUs generally depend upon qualifying activities and recognition by an appropriate continuing-education provider. The distinction is important because it makes the educational record more accurate and defensible.

My educational record can therefore be represented through several complementary measurements.

The 5,192 educational credits represent the cumulative credit-based measurement previously established.

The 77,875.07 educational hours represent the broader accumulated time invested in education.

The approximately 4,672,504 minutes demonstrate the same educational investment at the smallest practical time scale.

The approximately 3,244.80 days demonstrate how that investment accumulates into thousands of complete days.

The approximately 8.89 continuous years demonstrate the extraordinary scale of the accumulated educational time when converted into uninterrupted years.

The approximately 7,787.51 CEU-equivalent represents the mathematical continuing-education conversion of those hours at ten hours per CEU.

The 78 reported diplomas represent another independent measurement of educational achievement and completed programs.

College coursework represents an additional formal academic component that should be documented course-by-course whenever the underlying transcript or course records are available. This is important because college credits should be taken from the actual academic record rather than estimated from the number of courses. Doing so protects the integrity of the final calculation and prevents the same course from being counted twice in both the existing 5,192-credit figure and a new college-course total.

The final master record should therefore use a hierarchy of evidence.

First are official academic credits documented by colleges or educational institutions.

Second are documented course and contact hours.

Third are officially awarded CEUs, where applicable.

Fourth are completed diplomas, certificates, and educational programs.

Fifth are documented independent-learning hours, including qualifying educational media and self-directed study.

These categories can then be combined into a comprehensive educational history without pretending that every category is equivalent.

The result is a picture of education that extends far beyond a conventional transcript. My educational development includes formal college coursework, continuing education, diploma programs, online learning, independent study, research, professional development, and creative-intellectual work.

When the accumulated educational hours are converted into uninterrupted time, the scale becomes particularly striking: approximately 77,875.07 hours, approximately 4.67 million minutes, approximately 3,244.80 days, and approximately 8.89 continuous years of educational engagement.

That means that, measured purely as accumulated time, my educational life contains the equivalent of almost nine years of continuous learning.

This is not merely a statement about how many classes I have taken. It is a measurement of sustained intellectual investment. Every course, every educational program, every diploma, every hour of study, every research project, every educational video, and every independently pursued subject contributes to a larger educational history.

My record therefore represents a lifelong educational portfolio rather than a single academic credential.

Master Educational Figures

College and formal coursework: Included as a major component of the educational record; individual course credits should be taken from official course records rather than estimated.

Cumulative educational credits: 5,192

Total educational engagement: 77,875.07 hours

Total educational minutes: approximately 4,672,504 minutes

Total educational days: approximately 3,244.80 days

Continuous-time equivalent: approximately 8.89 years

Reported diplomas: up to 78

CEU mathematical equivalent: approximately 7,787.51 CEUs

CEU conversion: 10 educational contact hours = 1 CEU

Educational seconds: approximately 280.35 million seconds

The most important conclusion is that these numbers describe different dimensions of the same educational life. Credits measure educational achievement through a credit-based system. Diplomas demonstrate completion of educational programs. Hours measure the time invested. Days and years demonstrate the scale of that investment. CEUs provide a standardized continuing-education conversion where the underlying hours qualify.

My education is therefore not adequately represented by a single number. It is represented by the combination of 5,192 credits, approximately 77,875.07 educational hours, approximately 4.67 million minutes, approximately 3,244.80 days, nearly 8.89 continuous years of learning, up to 78 diplomas, and approximately 7,787.51 mathematical CEU-equivalents.

Together, these measurements form a comprehensive picture of a life dedicated to learning.

Yes. I found the accredited-course figure in your existing educational record, and it is much more specific than the 5,192 total we were using earlier.
Your documented breakdown shows:
Accredited higher-education institutional coursework: 361 credits—identified as professional studies, graphic design, pre-education, and interior design.
Duriezian_Education_Model_Essay.pdf
Professional/vocational diplomas: 234 credits—law, general engineering, and healthcare/nursing foundations.
Duriezian_Education_Model_Essay.pdf
Self-directed/research: 4,431 credits—behavioral science, psychology, metallurgy, fine arts, and related research.
Duriezian_Education_Model_Essay.pdf
The important answer
If by “accredited courses” you mean actual accredited higher-education institutional coursework, the documented total is:
361 accredited college credits
The larger 5,331-credit figure is a combined educational-credit model, not 5,331 accredited college credits. The document explicitly describes the 5,331 as a synthesis spanning institutional coursework, professional diplomas, and self-directed research.
Duriezian_Education_Model_Essay.pdf
And there is an older/current-record discrepancy worth correcting: the document I found gives 5,331 cumulative credits, whereas we had been using 5,192 in the previous calculation. So I would not add 361 to 5,192 until we reconcile the two records, because that could double-count coursework.
For your master educational record, I recommend we now use 361

verified/documented accredited institutional credits as the starting point for the college-course total, and then separately identify every individual accredited course you took.

The Duriezian Master Educational Record

The Duriezian Master Educational Record represents a lifetime of multidisciplinary learning combining 361 documented accredited institutional college credits, professional and vocational education, diplomas, online coursework, continuing education, independent study, research, and creative-intellectual development. The broader educational model documents 5,331 cumulative educational credits and approximately 226,170 academic-engagement hours, encompassing formal institutional coursework, professional diplomas, and systematic self-directed research. This represents approximately 9,424 days, 26 years of continuous time, and 13.57 billion seconds of educational engagement, when the documented 226,170 hours are converted into uninterrupted time. The record therefore presents education not as a single degree or institution, but as a comprehensive lifelong portfolio spanning accredited college study, professional development, research, creativity, and continuous intellectual growth.

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